

Carlisle-Foster's Grove Elementary

625 Foster's Grove Road
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	658 Students	
Principal	Nicha Jordan	864-578-2215
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Joyce M. Wright	864-578-0128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	43	20	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes
2006	Good	Unsatisfactory	Yes

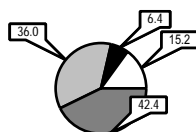
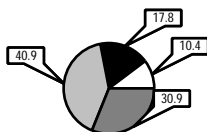
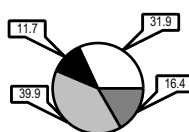
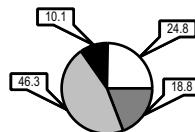
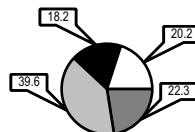
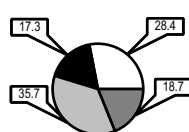
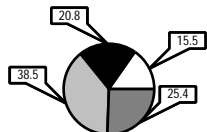
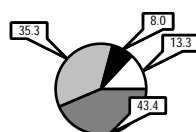
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	308	100.0	15.2	36.0	42.4	6.4	62.0	Yes	Yes
Gender									
Male	168	100.0	18.3	38.4	37.2	6.1	56.1	N/A	N/A
Female	140	100.0	11.3	33.1	48.9	6.8	69.2	N/A	N/A
Racial/Ethnic Group									
White	265	100.0	14.0	37.7	41.6	6.6	62.6	Yes	Yes
African American	21	100.0	35.0	30.0	30.0	5.0	40.0	I/S	I/S
Asian/Pacific Islander	15	100.0	6.7	13.3	73.3	6.7	80.0	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	100.0	12.4	36.0	44.7	6.9	65.5	N/A	N/A
Disabled	22	100.0	50.0	36.4	13.6	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	15.2	36.0	42.4	6.4	62.0	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	17.9	25.0	50.0	7.1	71.4	I/S	I/S
Non-Limited English Proficient	276	100.0	14.9	37.2	41.6	6.3	61.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	100.0	20.5	38.4	38.4	2.7	55.4	Yes	Yes
Full-pay meals	188	100.0	11.9	34.6	44.9	8.6	65.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	308	100.0	10.1	41.1	31.0	17.8	64.0	Yes	Yes
Gender									
Male	168	100.0	10.4	36.6	33.5	19.5	67.7	N/A	N/A
Female	140	100.0	9.8	46.6	27.8	15.8	59.4	N/A	N/A
Racial/Ethnic Group									
White	265	100.0	9.7	40.9	30.4	19.1	65.4	Yes	Yes
African American	21	100.0	25.0	40.0	30.0	5.0	40.0	I/S	I/S
Asian/Pacific Islander	15	100.0	0.0	40.0	46.7	13.3	73.3	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	286	100.0	6.9	41.8	32.7	18.5	66.2	N/A	N/A
Disabled	22	100.0	50.0	31.8	9.1	9.1	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	10.1	41.1	31.0	17.8	64.0	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	10.7	46.4	35.7	7.1	60.7	I/S	I/S
Non-Limited English Proficient	276	100.0	10.0	40.5	30.5	19.0	64.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	100.0	14.3	45.5	26.8	13.4	58.0	Yes	Yes
Full-pay meals	188	100.0	7.6	38.4	33.5	20.5	67.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	308	100.0	31.6	40.1	16.5	11.8	28.3
Gender							
Male	168	100.0	29.3	36.0	19.5	15.2	34.8
Female	140	100.0	34.6	45.1	12.8	7.5	20.3
Racial/Ethnic Group							
White	265	100.0	29.2	41.6	17.5	11.7	29.2
African American	21	100.0	70.0	20.0	0.0	10.0	10.0
Asian/Pacific Islander	15	100.0	20.0	40.0	20.0	20.0	40.0
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	100.0	28.7	41.1	17.5	12.7	30.2
Disabled	22	100.0	68.2	27.3	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	31.6	40.1	16.5	11.8	28.3
English Proficiency							
Limited English Proficient	32	100.0	35.7	50.0	7.1	7.1	14.3
Non-Limited English Proficient	276	100.0	31.2	39.0	17.5	12.3	29.7
Socio-Economic Status							
Subsidized meals	120	100.0	40.2	40.2	16.1	3.6	19.6
Full-pay meals	188	100.0	26.5	40.0	16.8	16.8	33.5

Social Studies							
All Students	308	100.0	24.6	46.5	18.9	10.1	29.0
Gender							
Male	168	100.0	21.3	46.3	19.5	12.8	32.3
Female	140	100.0	28.6	46.6	18.0	6.8	24.8
Racial/Ethnic Group							
White	265	100.0	24.1	45.9	19.5	10.5	30.0
African American	21	100.0	45.0	40.0	10.0	5.0	15.0
Asian/Pacific Islander	15	100.0	0.0	66.7	20.0	13.3	33.3
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	286	100.0	22.2	47.3	19.6	10.9	30.5
Disabled	22	100.0	54.5	36.4	9.1	0.0	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	308	100.0	24.6	46.5	18.9	10.1	29.0
English Proficiency							
Limited English Proficient	32	100.0	25.0	64.3	7.1	3.6	10.7
Non-Limited English Proficient	276	100.0	24.5	44.6	20.1	10.8	30.9
Socio-Economic Status							
Subsidized meals	120	100.0	28.6	55.4	12.5	3.6	16.1
Full-pay meals	188	100.0	22.2	41.1	22.7	14.1	36.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	117	100.0	10.0	25.5	49.1	15.5	64.5
	4	96	100.0	18.3	47.3	32.3	2.2	34.4
	5	94	100.0	19.1	43.8	37.1	0.0	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	9.5	21.1	56.8	12.6	69.5
	4	114	100.0	18.2	37.3	38.2	6.4	44.5
	5	96	100.0	17.4	50.0	32.6	0.0	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	117	100.0	6.4	49.1	30.9	13.6	44.5
	4	96	100.0	15.1	32.3	29.0	23.7	52.7
	5	94	100.0	14.6	50.6	21.3	13.5	34.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	4.2	43.2	29.5	23.2	52.6
	4	114	100.0	8.2	38.2	38.2	15.5	53.6
	5	96	100.0	18.5	42.4	23.9	15.2	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	117	100.0	20.0	49.1	22.7	8.2	30.9
	4	96	100.0	33.3	40.9	15.1	10.8	25.8
	5	94	100.0	34.8	38.2	15.7	11.2	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	21.1	48.4	24.2	6.3	30.5
	4	114	100.0	28.2	41.8	14.5	15.5	30.0
	5	96	100.0	46.7	29.3	10.9	13.0	23.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	117	100.0	14.5	46.4	27.3	11.8	39.1
	4	96	100.0	14.0	59.1	21.5	5.4	26.9
	5	94	100.0	25.8	43.8	18.0	12.4	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	11.6	49.5	32.6	6.3	38.9
	4	114	100.0	26.4	50.0	16.4	7.3	23.6
	5	96	100.0	35.9	39.1	7.6	17.4	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 658)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.1%	Down from 1.4%	2.1%	2.8%
Attendance rate	96.8%	Up from 96.4%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.6%	0.1%	0.0%
Eligible for gifted and talented	10.3%	Down from 12.4%	17.2%	10.4%
On academic plans	29.9%	N/AV	25.7%	33.6%
On academic probation	0.0%	N/AV	0.8%	1.0%
With disabilities other than speech	2.2%	Down from 3.4%	7.2%	7.5%
Older than usual for grade	0.2%	Down from 0.3%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	62.2%	Down from 63.2%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.4%	N/A	2.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 87.6%	88.7%	87.3%
Teacher attendance rate	92.1%	Down from 96.4%	94.7%	94.9%
Average teacher salary	\$44,371	Up 3.6%	\$43,496	\$42,485
Prof. development days/teacher	10.7 days	Down from 11.0 days	11.9 days	13.3 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.6 to 1	20.0 to 1	18.6 to 1
Prime instructional time	87.4%	Down from 91.5%	90.1%	89.7%
Dollars spent per pupil*	\$5,415	Up 14.4%	\$5,971	\$6,557
Percent of expenditures for teacher salaries*	64.2%	Down from 64.6%	65.7%	64.0%
Percent of expenditures for instruction*	69.7%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carlisle-Foster's Grove had another successful and productive 2005-2006 school year. Students, parents, faculty and staff worked together to accomplish the goal of meeting all of our objectives to attain Adequate Yearly Progress for the state report card. Establishing high expectations and the implementation of standards-based curriculum has been the focus in class instruction and staff development as we strive to create lifelong learners and to raise student achievement.

Our school theme, Gearing Up for Learning was promoted through school-wide events, special programs, research and projects for our students in all academic areas. The impact of implementation of the 100 Book Challenge Program continues to dramatically increase the amount of time spent reading at school and at home. The result of this team effort has increased enthusiasm in reading from a variety of genres, promoted student writing and created illustrated books. Classroom teachers have utilized technology with the addition of laptops and LCD projectors as they utilized ETV streamline video and PowerPoint presentations. Testview was another valuable technology feature that allowed teachers to access student test scores and create academic assistance plans. Students were given the opportunity to participate in enrichment and extracurricular programs in academics, arts, and fitness. Healthy lifestyles and nutrition were promoted through instruction, cafeteria, and the school nurse.

Many students were recognized for their academic accomplishments through awards programs. Carlisle-Foster's Grove Teacher of the Year recognition was bestowed on Janet Landrum. Kim Wood and Janet Landrum both received National Board Certification. Several teachers were recipients of grant monies. Carlisle-Foster's Grove had active parental involvement in family nights, awards programs, book fairs, and class program presentations.

Students participated in the Cubs for Character program to recognize positive character traits. A variety of experiences were provided that enabled students to be active in their community and country: donations were collected for pediatric cancer, money and books for Katrina victims, and canned goods for food kitchens in our community. The involvement of students, parents, faculty, and community has promoted a learning environment with positive impacts on personal relationships and academic achievement.

Nicha Jordan, Principal

Alison Efimetz, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	87	62
Percent satisfied with learning environment	96.3%	80.2%	83.6%
Percent satisfied with social and physical environment	100.0%	74.1%	81.7%
Percent satisfied with school-home relations	92.9%	77.0%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.